

A PROJECT REPORT ON

**“AN STUDY ON COVID AND IMPACT ON EDUCATION
SYSTEM IN INDIA”**

Submitted in Partial Fulfillment for the Award of the Degree in

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BY

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A STUDY ON COVID AND ITS IMPACT ON EDUCATION SYSTEM IN INDIA

INTRODUCTION

On 31 December 2019, WHO was informed of cases of pneumonia of unknown cause in Wuhan City, China. A novel corona virus was identified as the cause by Chinese authorities on 7 January 2020 and was temporarily named “2019-nCoV”.

On 30 January 2020, Dr Tedros Adhanom Ghebreyesus, WHO Director-General declared the novel corona virus outbreak a public health emergency of international concern (PHEIC), WHO's highest level of alarm. At that time there were 98 cases and no deaths in 18 countries outside China.

We present here the first case of COVID-19 infection reported in Kerala, India. On January 27, 2020, a 20 yr old female presented to the Emergency Department in General Hospital, Thrissur, Kerala, with a one-day history of dry cough and sore throat.

The current worldwide epidemic has wreaked havoc on one of the most important systems: education. Education is undeniably contributing to a country's welfare and an individual's growth, but it has been jeopardized by the emergence of Covid -19. It has had a huge impact on the lives of millions of kids. There have been a number of severe targets that have had to be met since the lockdown was implemented. Education was also hampered by the economic crisis, which reduced its output. According to studies, the epidemic has denied almost 32 crore students of an education. This is being referred to as a national crisis, with an increase in unemployment as a result.

In March 2020, a nationwide lockdown was imposed, forcing some schools and colleges to close and instructing students to abandon the usual classroom teaching style. This resulted in an immediate increase in innovation and technology, which the teachers used to finish the curriculum. However, due to a lack of infrastructure, productivity suffered. Remote learning was not available in every family; according to the Global internet network research, just 24% of

households had a consistent internet connection, while other remote areas remained unreachable. As a result, the government was forced to ensure that sufficient benefits and monetary funds were provided.

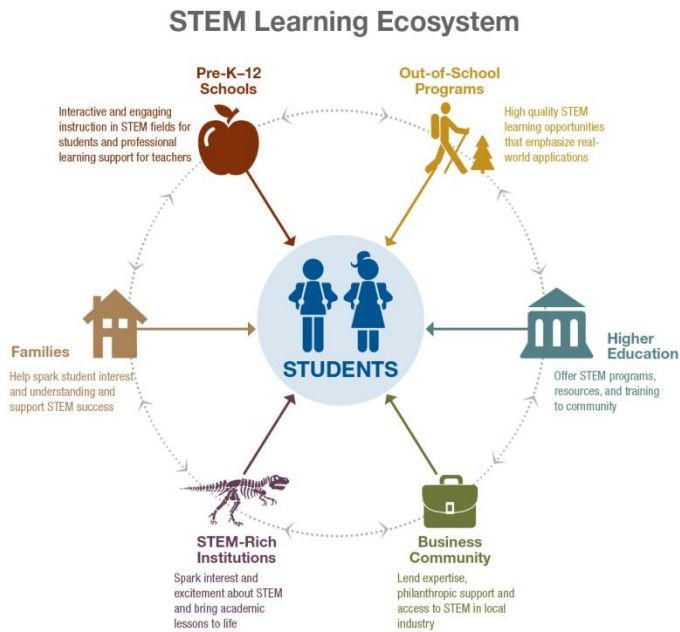
Let us not ignore the impact on girls, who have recently begun to defy educational conventions and have been seen dropping out of schools in large numbers. In extreme circumstances, the fall rate of poverty was recorded at 8% of GDP, resulting in additional reasons such as unemployed families who couldn't afford fees and resources being forced to stop their children's education due to debts, and so on. Boys were requested to work as daily wage employees, while girls were assigned to home chores, prompting the government to ask a series of questions in order to stimulate emergence.

In response to the situation in Karnataka, chief minister B.S. Yeddyurappa established government-sponsored funds to assist low-income students and their families. Early pension benefit, lunch facility, fee processing, and other financial aid were all incorporated in the majority of the amended schemes. Similarly, several sections of India have received support from the government as well as non-governmental organizations and funds.

According to ASER (Annual Status of Education Report), they have demonstrated with verifiable data that parents, even in rural areas, have showed full interest in their children's education despite the minimal resources available to them. As a result, this demonstrates a promising aspect of the educational system in terms of raising government awareness in order to meet their demands. On the plus side, with the increased use of webinars, conferences, and financial aid through volunteer organizations, things have definitely improved over time.

The goal was to create a traditional educational environment using digital technology. To get pupils' attention, teachers started creating modules, frameworks, and explanations on whiteboards, similar to how a classroom is set up. One of the sole tasks in the next years will be to take necessary safeguards to safeguard children while also affiliating them with teaching aids, as this creates the groundwork for an upcoming mode of educational growth.

Introduction of covid and how impact on schools



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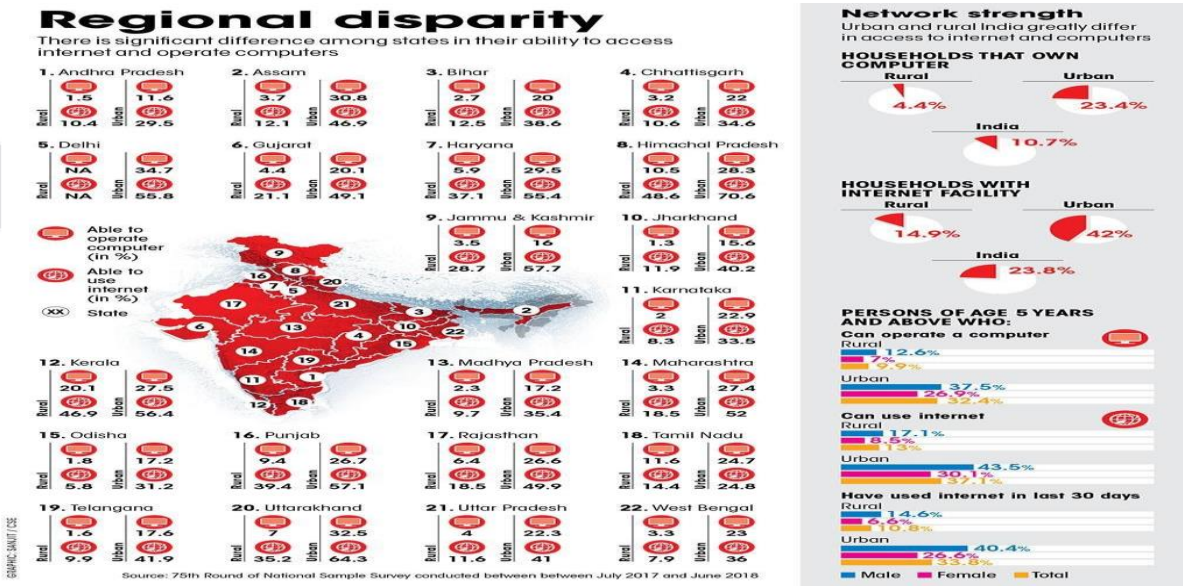
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A part from all above information there are some structural issues in economy which are identified as follows The main obstacle is the DIGITAL DIVIDE due to the non-availability of high-speed internet in rural and remote areas. The second issue is the financial backwardness of the students. A large section of the society still cannot afford to buy good quality smart phone or laptop which is a prerequisite for the online educational system. Lack of human touch in online education, teacher supervision and most importantly lack of opportunities for first hand learning in complex subjects such as science in laboratories- are the major problems. Sometimes long explanations of a concept in an online class, leave learners passive and ultimately distracted. Sourcing ready-to-use digital content and compatible digital tools for online classes are problematic. Students adapting to has been a tough challenge. In rural areas, online medium is often belittled; there are also social barriers such as girls are expected to do household chores

instead of attending online classes whereas boys are often expected to work on the family farmlands. Screen times of students have increased significantly.



Review of literature

Donthu & Gustafsson,(2020) Somalia the COVID-19 outbreak has forced many businesses and stores to close, leading to an unrepresented disruption of commerce in most industry sectors. Retailers and brands face many short-term challenges, such as those related to health, education and safety, the supply chain, the workforce, cash flow, consumer demand, sales and marketing

Fairlie, (2020) Most major industries faced large drops in the number of business owners with the only exception being agriculture. Construction, restaurants, hotels & transportation all faced large declines in the number of business owners due to COVID-19

Doucet et al., (2020) The flipped classroom is a simple strategy for providing learning resources such as articles, pre-recorded videos and YouTube links before the class. The online classroom time is then used to deepen understanding through discussion with faculty and peers

Petrie,(2020) The use of suitable and relevant pedagogy for online education may depend on the expertise and exposure to information and communications technology (ICT) for both educators and the learners. Some of the online platforms used so far include unified communication and collaboration platforms such as Microsoft Teams, Google Classroom, Canvas and Blackboard, which allow the teachers to create educational courses, training and skill development programmes

Petrie, (2020) As schools have been closed to cope with the global pandemic, students, parents and educators around the globe have felt the unexpected ripple effect of the COVID-19 pandemic. While governments, frontline workers and health officials are doing their best slowing down the outbreak, education systems are trying to continue imparting quality education for all during these difficult times. Many students at home/living space have undergone psychological and emotional distress and have been unable to engage productively. The best practices for online homeschooling are yet to be explored

Tzifopoulos, (2020). The school closure brings difficulties for students, families, and teachers of developing countries. Students from poor families with lower educational levels and children with poor learning motivation suffer most during corona virus. The children may have higher dependence than younger students on parents and they need guidance in their learning process, internet access, and usage of digital devices and applications

Basilaia& Kvavadze,(2020). The shift from face-to-face class to online class has a serious impact on assessments and evaluation. Depending on the course nature and the assessment type applying assessments and evaluation online is a challenging task. So that teachers have enforced to change their assessment types to fit the online mode. Also, it is difficult to monitor the student

how they are taking courses online and difficult to ensure that students are not cheating during online exams

NEED OF THE STUDY

The need of the study is how children's effected in pandemic year and how they are suffer to attend the online classes because we are also suffer from same problem there is network problem in rural areas so that many children's not attended classes .many children's going to work to support their family not only children's many teachers were also suffer by this online classes, because many teachers are good to teach by using board and many contact based teachers are suffer to maintain their family.

All systems have strengths and weaknesses. Maximizing strengths and minimizing weaknesses in order not to miss the opportunity to move forward should be the goal. The main purpose of the study is to analyze the impact of COVID-19 on the Indian education system. It covers the impact of COVID-19 on rural and urban students, Higher education Institutions.

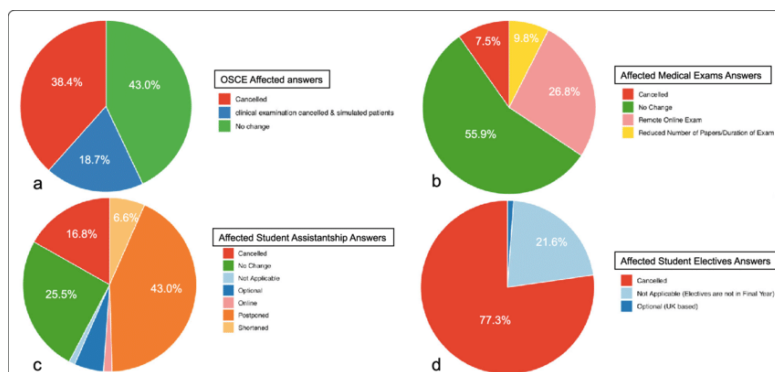
This problem takes places because of teaching online classes and listening online classes are first time to teachers and also to the students this may be reduced by continuing online teaching for the next years.

OBJECTIVES

- To study the impact of covid on education in India
- To study the challenges on online education system

RESEARCH METHODOLOGY

The present study is a descriptive and empirical research. This research attempts to study the impact of the global economic crisis educational crisis on the Indian economy as a whole and on the selected economic indicators The present study is a descriptive and empirical research. This research attempts to study the impact of the global economic crisis on the Indian economy



Collection of Data:

Secondary Data

The secondary data has required for the study to collect from the reports of government of India health ministry and reports from various states in education sector. The secondary data has also been collected from Journals health ministry , book of statistics, Indian health (covid) Policy, Department of Education , news magazines , WHO reports

Period of study

2020 to 2021

Scope

Limited to Indian education sector

Statistical tools

The data would be collected through the well-structured questionnaires were classified and tabulated for analysis in accordance with the outline laid down for the purpose of justifying the objectives framed at the time of developing a research design. To analyze the data and to draw inference the following statistical tool, Data collected through primary and secondary data are classified and grouped with the help of frequency tables. The data collected from the stores and respondents were analyzed through simple percentage, Mean, Standard Deviation (SD), Chi-Square test, One-way Analysis (ANOVA), T-test, Correlation Analysis, and Factor Analysis. The reliability and validity analysis of the data in this study were analyzed using the Statistical Package for Social Sciences (SPSS v 20.0)

Measures of central tendency Means average

Analysis Of Data

IN DIGITAL INFRACTURE INDIA

Before the COVID-19 lockdown in India, no one estimated that the face of the Indian educational institutions could change so drastically. Schools that never allowed students to carry an electronic gadget turned into learning centers for online classes. Both teachers and students are getting familiar to this new normal, which is definitely more challenging for the teachers to

handle with this situation. The teachers also face challenges in designing effective lessons and changing of teaching when shifting to online learning; this can also be resolved through workshops and training

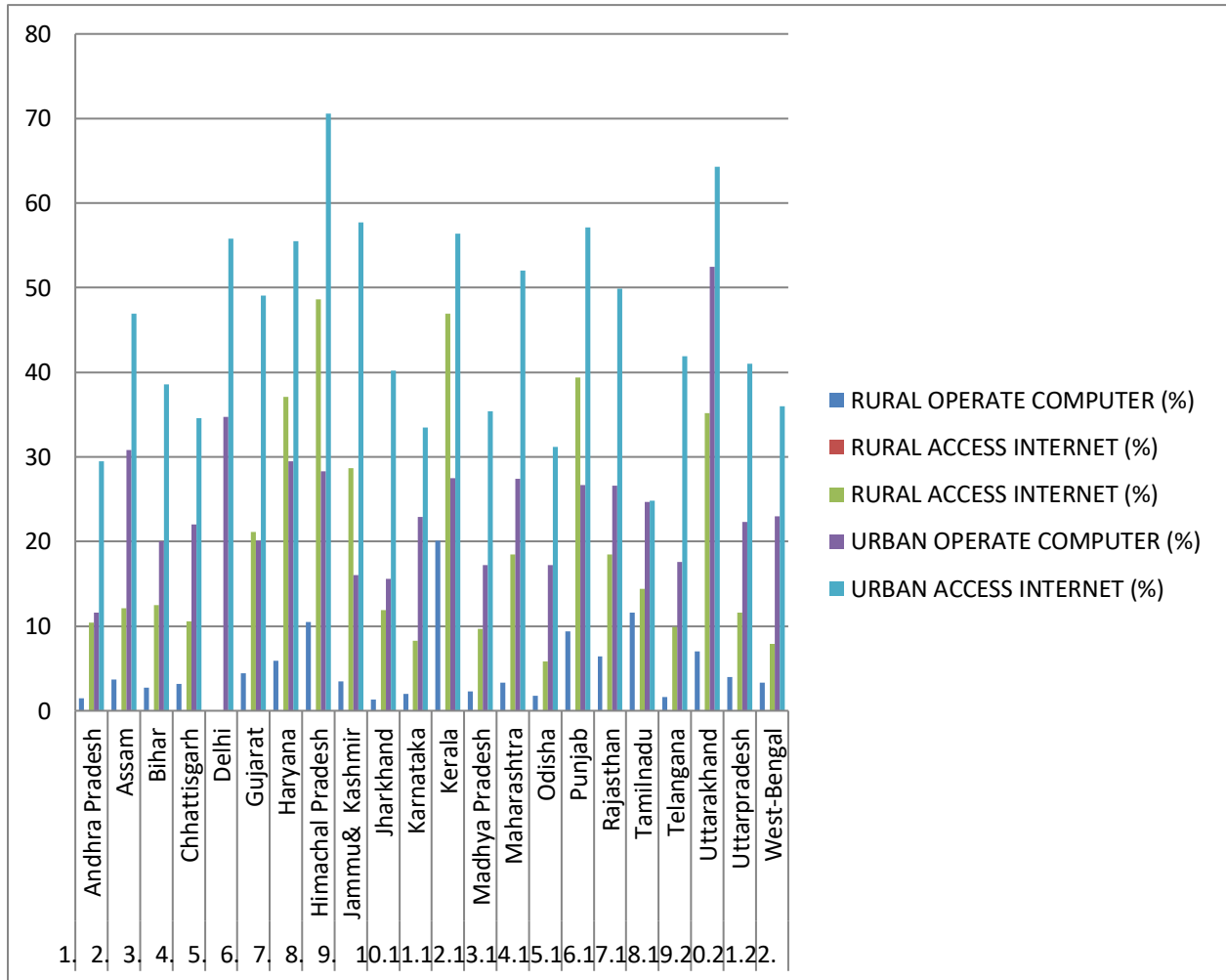
According to the key indicators of Household Social Consumption on Education in India report, based on the 2017-18 NSSO, fewer than 15% of rural Indian households have internet access (as opposed to 42% urban Indian households)

SR	STATE	RURAL		URBAN	
		OPERATE COMPUTER (%)	ACCESS INTERNET (%)	OPERATE COMPUTER (%)	ACCESS INTERNET (%)
1.	Andhra Pradesh	1.5	10.4	11.6	29.5
2.	Assam	3.7	12.1	30.8	46.9
3.	Bihar	2.7	12.5	20.0	38.6
4.	Chhattisgarh	3.2	10.6	22.0	34.6
5.	Delhi	NA	NA	34.7	55.8
6.	Gujarat	4.4	21.1	20.1	49.1
7.	Haryana	5.9	37.1	29.5	55.5

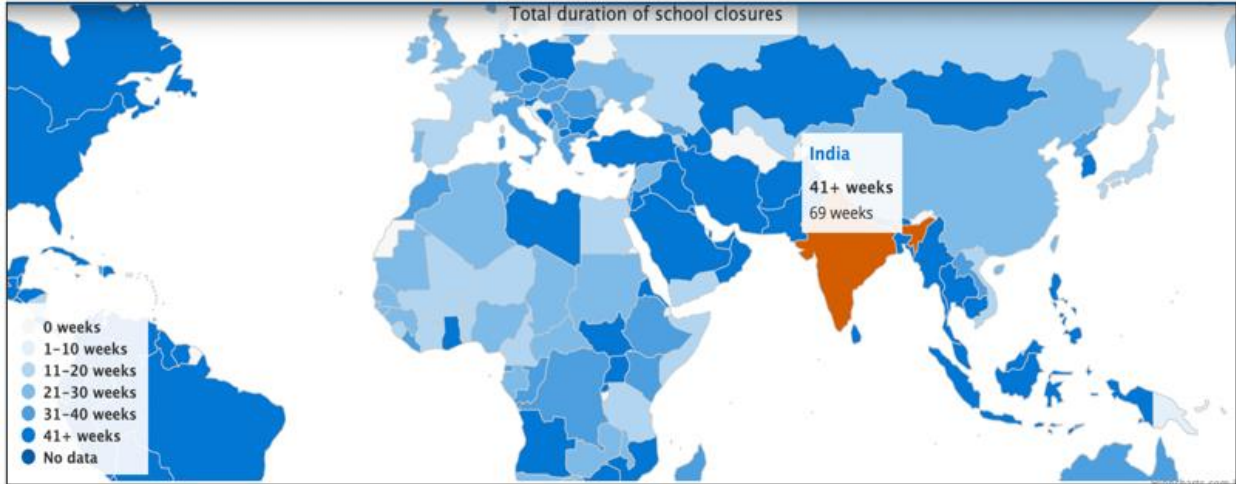
8.	Himachal Pradesh	10.5	48.6	28.3	70.6
9.	Jammu & Kashmir	3.5	28.7	16.0	57.7
10.	Jharkhand	1.3	11.9	15.6	40.2
11.	Karnataka	2.0	8.3	22.9	33.5
12.	Kerala	20.1	46.9	27.5	56.4
13.	Madhya Pradesh	2.3	9.7	17.2	35.4
14.	Maharashtra	3.3	18.5	27.4	52.0
15.	Odisha	1.8	5.8	17.2	31.2
16.	Punjab	9.4	39.4	26.7	57.1
17.	Rajasthan	6.4	18.5	26.6	49.9
18.	Tamilnadu	11.6	14.4	24.7	24.8
19.	Telangana	1.6	9.9	17.6	41.9
20.	Uttarakhand	7.0	35.2	52.5	64.3
21.	Uttarpradesh	4.0	11.6	22.3	41.0
22.	West-Bengal	3.3	7.9	23.0	36.0

Availability of electricity is a significant challenge to taking advantage of education online. In a recent 2017-18 survey, the Ministry of Rural Development found that only 47% of Indian households receive more than 12 hours of electricity and more than 36% of schools in India operate without electricity. This suggests that while students from families with better means of living can easily bridge the transition to remote learning, students from underprivileged backgrounds are likely to accede to inefficiency and a lack of adaptation, either because of the

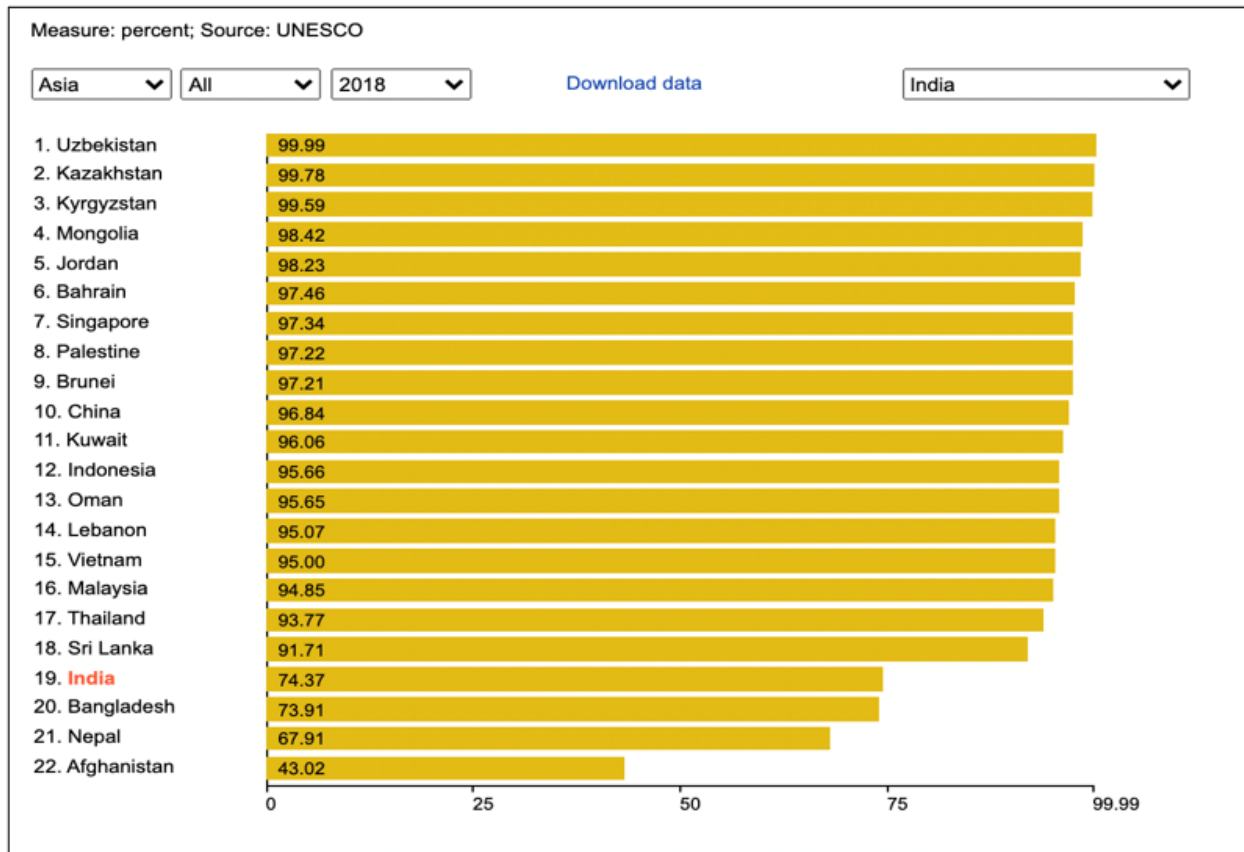
inaccessibility of the technology or the low education of their parents to guide them through tech-savvy applications. Non-availability of technical infrastructure and irregular interrupted internet connectivity all across India is the biggest challenge in front of the students and teachers



INDIA IN WORLD WIDE ANALYSIS



WORLD WIDE ANALYSIS



CONCLUSION

COVID-19 has impacted immensely the education sector of India. Though it has created many challenges, various opportunities are also evolved. The Indian Govt. and different stakeholders of education have explored the possibility of Open and Distance learning by adopting different digital technologies to cope up with the present crisis of COVID-19. India is not fully equipped to make education reach all corners of the nation via digital platforms. The students who aren't privileged like the others will suffer due to the present choice of digital platforms. The priority should be to utilize digital technology to create an advantageous position for millions of young students in India. It is need of the hour for the educational institutions to strengthen their knowledge and Information Technology infrastructure to be ready for facing COVID-19 like situations. Even if the COVID-19 crisis stretches longer, there is an urgent need to take efforts on maximum utilization of online platforms. India should develop creative strategies to ensure that all children must have sustainable access to learning during pandemic COVID19. As online practice is benefitting the students immensely, it should be continued after the lockdown. Further detailed statistical study may be undertaken to explore the impact of covid19

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